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Ontario Department of Education

REGULATIONS AND COURSES

FOR THE

SUMMER MODEL SCHOOLS

at

STURGEON FALLS, AND VANKLEEK HILL

Obsolete

Session 1927

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO

ONTARIO

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ONTARIO SUMMER MODEL SCHOOLS, 1927

LOCATION

1. The Summer Model Schools will be held at Sturgeon Falls and Vankleek Hill, if a sufficient number apply for admission.

PURPOSE

2. The purpose of these Schools is to prepare teachers for English-French certificates valid as provided for in Circular 30½. An Academic Course in the Middle School subjects required for Entrance to a Normal School will be conducted at Gore Bay, Port Arthur, London, North Bay, Ottawa and Toronto, provided that a sufficient number apply for admission.

SESSION

3.—(1) The session of the Summer Model School will begin on the fourth day of July, 1927, at 1.30 p.m., and end on the fifth day of August, 1927, and will be followed immediately by the final examinations, which will end not later than the twelfth day of August.

(2) The daily session shall be one of four and a half hours, exclusive of recesses. Saturday shall be a half-holiday.

COURSES OF STUDY

Professional

4.—(1) The first professional course at the English-French Summer Model Schools has been discontinued. The second professional course will be held for those who are qualified as prescribed in Regulation 6 (6) below.

Academic

5. In order to assist those who are actually engaged in teaching to prepare themselves for admission to the English-French Model Schools, an Academic Summer Course will be provided concurrently with the Professional Course, at one or more of these Schools, if a sufficient number apply for admission.

CONDITIONS OF ADMISSION

General

6.—(1) Application for admission to either of the courses provided for in this Syllabus shall be made to the Deputy Minister not later than June 23rd, on a form to be supplied by him.

(2) The applicant shall submit with his application to the Deputy Minister, on official forms supplied by him, the following documents:—

(*a*) A certificate from competent authority that he is a British subject, and either a certificate from the Deputy Registrar-General of Births, Parliament Buildings, Toronto, or declaration by one of the parents or by another relative or by any other person cognizant of the fact that the applicant will be at least seventeen years of age on or before September 1st, 1927.

(*b*) A certificate from a clergyman or other competent authority that he is of good moral character.

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(*c*) A certificate from a duly qualified medical practitioner that, for the purposes of this certificate, he has made a careful examination of the applicant and certifies as follows:

(i) That he is free from heart disease or any other serious organic affection;

(ii) That he is free from pulmonary affection, defective hearing, seriously defective eyesight, or abnormal conditions of appearance which would interfere with his work as a teacher; and—

(iii) That in other respects also he is physically able for the work of a teacher as prescribed in the Public and Separate School Courses of Study.

(*d*) An agreement that, if successful in obtaining a teacher's certificate, he will teach thereon for at least the first year of his subsequent teaching experience. A violation of this agreement renders the certificate invalid.

(3) In addition to the above, the applicant shall submit the certificates required for admission to the Course for which he applies, as indicated below.

To Academic Course

(4) For admission to the Academic Course of an English-French Summer Model School, the applicant shall submit, with his application, evidence of having completed satisfactorily the First Professional Course.

To Second Professional Course

(5) For admission to the Second Professional Course, the applicant shall submit with his application one of the following:

(*a*) An expired English-French Third Class certificate.

(*b*) A certificate for Entrance into the English-French Model Schools, or a certificate at least the equivalent thereof, together with, in the case of either certificate, evidence of having completed satisfactorily the First Professional course of an English-French Summer Model School and of having taught successfully for at least one school year.

CARD OF ADMISSION

7. If a candidate's application is approved, he will receive a card of admission from the Deputy Minister, and shall attend the school to which he is assigned; and without such card he shall not be admitted.

ALLOWANCE FOR BOARD AND TRAVELLING

8. The provisions formerly made for assisting teachers with an allowance for living and travelling expenses have been discontinued.

DUTIES OF PRINCIPAL

9.—(1) Subject to the Regulations and to the approval of the Minister of Education, the Principal of each Summer Model School shall prescribe the duties of his staff and of the teachers-in-training, and shall be responsible to the Minister for the efficiency of the school.

(2) When, notwithstanding the certificate prescribed in Regulation 6 (2), a teacher-in-training is reported to the Minister by the Principal as being

physically unfit, the Minister may order a special medical examination of such teacher-in-training, and, as a result thereof, may direct the Principal to dismiss him from attendance.

(3) The Principal shall dismiss at any time during the session from further attendance at the Summer Model School teachers-in-training whose class work. in his judgment, shows them to be unduly defective in scholarship or whose conduct or progress is unsatisfactory.

DUTIES OF TEACHERS-IN-TRAINING

10. (1) Teachers-in-training shall attend regularly and punctually, and shall submit to such discipline and direction as the Principal may prescribe.

(2) Teachers-in-training who absent themselves from attendance must present to the Principal satisfactory reasons for their absence, and, failing in this, shall not be re-admitted.

(3) Teachers-in-training shall board and lodge at such places as are approved by the Principal.

TEXT-BOOKS

For the Second Professional Course

11. (1) For the Second Professional Course, teachers-in-training shall provide themselves with the following:—

The Text-books prescribed for the Public and Separate Schools.

Syllabus of Physical Exercises for the Public Schools (The Copp, Clark Co., Ltd., Toronto)..... .50

Ontario Normal School Manuals:

Science of Education (The Ryerson Press, Toronto)..... .32

School Management (The United Press, Ltd., Toronto.)..... .42

NOTE.—When purchased directly from the publisher a discount of 20% is allowed; the books listed above may, however, usually be obtained from a local bookseller.

(2) The following will be provided for each teacher-in-training:

The Regulations and Courses of Study of the Public and Separate Schools.

The Ontario Public School Manuals.

Manual on Teaching English to French-Speaking Pupils.

The Educational Music Course.

For the Academic Course

(3) For the Academic Course teachers-in-training shall provide themselves with the authorized High School text-books necessary for the courses taken.

ORGANIZATION OF THE COURSES

Professional Course

12. (1) In the Second Professional Course the following subjects are regarded as of prime importance:

Science of Education; School Management; Special Methodology in Composition, Spelling, Literature, Grammar, History, Geography, Arithmetic, Writing and Reading.

(2) The provision in the time-table for the foregoing shall be as follows, subject to modification in accordance with the conditions in each school; and, as far as practicable, the details under each head of the courses given on pp. 7-15 shall be taken up in class, it being assumed that the teacher-in-training has made reasonable preparation for the work before entering:—

The Science of Education	12 hours.
School Management	10 "
Composition	8 "
Spelling	2 "
Literature	8 "
Grammar	8 "
History	10 "
Geography	10 "
Arithmetic	10 "
Writing	4 "
Reading	8 "

(3) As much class-instruction and direction shall be given in each of the following subjects as time will permit, but the responsibility for carrying on the course in each, with the aid of the text-book, shall devolve on the teacher-in-training:

Hygiene, Nature Study, Art, Physical Culture, Music, and Manners and Morals.

Academic Course

13. The Academic Course shall be that prescribed for the examination for Entrance into the Normal and the Model Schools or such part of the course as the Principal may select, subject to the approval of the Minister.

NOTE TO SECTIONS 12 AND 13.—Probably, in most of the subjects of both the Professional and the Academic Course, half-hour lessons will be sufficient. Provision should also be made for class and home exercises, including lesson plans in the case of teachers-in-training taking the Professional Course.

DETAILS OF THE COURSES

SECOND PROFESSIONAL COURSE

Preliminary

14. Before taking up the Second Professional Course at a Summer Model School the student is expected to have made himself familiar with the text-books prescribed in Regulation 11, p. 6, and especially with the Public School Manuals and the Ontario Normal School Manuals on the Science of Education and School Management.

The Second Professional Course includes a review of the work covered in the First Professional Course, which should also be used as a guide by the teacher in his preliminary work.

Science of Education

(1) The course, which shall be as practical as possible, embraces the following topics:

Education: Nature of education; significance of experience; the learning process; function of the instructor; the school curriculum; educational institutions, school, church, home, vocation, etc.

General Method: Analysis of the learning process; the lesson problem; learning as a selecting activity; the need of preparation; learning as a relating activity; the application of knowledge; forms of presentation; classification of knowledge; lesson types; developing lesson types; the study lesson; the recitation lesson; the drill lesson; the review lesson; the art of questioning.

Educational Psychology: Nature of consciousness; mind and body; instinct, curiosity, imitation, play; habit; attention; the feeling of interest; sense-perception; memory; apperception; imagination; thinking, conception, judgment, reasoning.

Child Study: Periods of development, characteristics of each period.

NOTE.—The foregoing course should be taken up in a simple manner with directions by the teacher of the subject as to the sections in the manual that are of most importance to the teacher-in-training at this stage.

School Management

(2) *Meaning and Aims of School Management*: Aims and scope of organization; the end of good management; relation of management to the teaching process.

Recitation: Assignment of home and seat work in graded and ungraded schools; how to study; questioning; treatment of answers.

The Child: Health conditions; formation of good habits; the teacher's responsibility; seating; fire-drill; nature and cause of fatigue; moral training.

The Teacher: Qualifications and characteristics of the successful teacher; his duties in relation to the child, parents, and other citizens; his code of ethics.

The Modern School: The building; the class rooms; the playground; the equipment; the relation of teacher and pupils, of school and home, of the school to the community.

Organization: The aim and scope of organization; the grading and the classification of pupils; the promotion of pupils.

The First Day in School: The teacher's work and attitude on the first day in school; their importance.

The Time-Table: Its purpose; principles involved in its construction; typical time-tables.

Records and Reports: Value of records; methods of keeping registers; forms of reports.

Discipline: The scope of discipline; its relation to methods of teaching; mechanized daily routine; methods of dealing with weaknesses and offences; incentives; penalties.

Problems and Results: Tests of attainments; tests of mentality; results of good management.

School Law and Regulations: The Ontario School Law and Regulations in so far as they deal with the duties and obligations of teachers and pupils.

NOTE.—The following topics should be included in the course in the Schools Acts and Regulations:

The importance of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by letter correspondence often leads to misunderstanding and difficulty. Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and Inspectors. The payments of the Grants and other matters directly affecting the teacher, trustees and school.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeals to Inspectors, etc.

Non-resident pupils and the charging of fees.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies.

Composition

(3) *Introductory*: The relation of oral to written composition; how habits of speaking and writing good English are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition; grammar as related to the oral and written composition of Forms III and IV.

Methods: Methods of encouraging the pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms of speech; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; methods of correcting compositions; value of re-writing.

Principles governing choice of topics; gathering, selecting, and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary, pictures suggestive of stories, school games, autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

The course in the methodology of teaching English to French-speaking pupils as taken in the First Professional Course, reviewed and extended.

Reading

(4) *Introductory*: The importance of training in reading and in the principles of vocal expression to the pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

Methods: The word, sentence, phonic, and combination methods; devices for securing rapid word recognition and for fixing attention on the thought, as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils; change in purpose and methods of reading as determined by the development of the pupil's experience and powers; methods of developing in pupils the habit of reading for thought and for pleasure; reading as a means of creating and fostering a taste for good literature.

Spelling

(5) *Introductory*: Correlation of spelling with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods: Necessity for teaching, not merely testing spelling; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling-book.

Literature

(6) *Introductory*: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; list of suitable nursery rhymes, fairy tales, fables, nature stories, etc., adapted to children of lower grades and of works for pupils in the highest grades; complete wholes *versus* extracts.

Special importance of the teacher's own qualifications; private reading-courses for teachers; suggestions for their future reading.

Methods: The application of the general principles of method to the teaching of literature; methods of dealing with primary literature; comparison of values of reading and telling; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well.

Preparation of the pupils; necessity for preparing a suitable mood for lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought

elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole, the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction and of memorization; suitable seat work.

Difficulties of examining in literature; specimen examination questions.

Principles to be kept in view in selecting works for the school library; methods of making use of the school library; means of securing the co-operation of the home in the pupil's reading.

Grammar

(7) *Introductory*: Meaning of grammar; the relation of grammar to speech, correlation with other subjects; reasons for deferring the formal study till Form IV.

Methods: The sentence as the starting point; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; substitutes for inflection; rules of syntax, their value; use of grammatical terminology; definitions; their value; how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax; its relation to composition.

History

(8) *Introductory*: The correlation of history with other subjects, especially geography; the special value of Canadian and of British history; the proper perspective in the development of the subjects; parts enlarged in the academic review; what makes an event important.

Methods: The recitation, its form and purpose; oral teaching and black-board work by teacher, and of written exercises at seat and at black-board by pupils; oral and written work; the use of pictures, maps, etc., of the readers and the text-books; relation of method to the personality of the teacher and his knowledge of the subject; special importance of preparation of lesson by teacher owing to mass of detail; errors to be avoided.

The selection and arrangement of material suitable for different grades, the place and purpose of local history and the history of the aborigines and pioneers.

The natural attractiveness of biography; the relation of biography to history; the use of a study of biography in the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers, for primary grades, of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

The relation of epochs to biography; systematic chronological study of history and its value and dangers; the causal sequence of events.

Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of law courts, of school systems, of factories, of means of transportation, etc., study of present forms of civic institutions.

Supplementary Material: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades, significance and value of our Flag. The causes and significance of the Great War.

Geography

(9) *Introductory*: Its relation to other subjects, especially to nature study, history, and elementary science.

Methods: The order of development of the subject in rural and urban schools; the use of maps, globes, pictures, black-board drawings, natural objects, specimens of products, stereoscopic views; sand-table; scrap-book; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena; excursions in connection with the observations in local geography; the use of the reference library, books of travel, geography readers, etc., common mistakes in teaching geography and means of avoiding them; special importance of the preparation of the lesson by the teacher owing to the mass of details.

The concurrent review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies, rock formation and soils, distribution of mineral products, plant and animal life, the earth's relation to other heavenly bodies, weather and climate, man's relation to the rest of the world; commercial and political geography.

Nature Study

(10) *Introductory*: The relation of nature study to formal science; its correlation with other subjects.

Methods: Nature Study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions; the study of special typical topics dealing with materials of nature study and illustrating methods of presentation in all grades of the public and separate schools.

Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories, literature, etc.

Arithmetic

(11) *Introductory*: Its relation to the other subjects of the Syllabus; importance of its practical aspects as related to the lives of the pupils; danger of over-estimating its value; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods: Analysis and synthesis, induction and deduction, compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of the text-book and the prescribed apparatus; the importance of training in, and devices for securing neatness, accuracy, and speed in computation; the importance, place, and treatment of oral arithmetic; the value of problems; the

essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; black-board work; drill and examination work in arithmetic; checking written work in the class-rooms.

The various arithmetical operations and their applications, with special stress upon the requirements of teachers engaged in rural public school work. The work to the end of Form III should receive most attention, even if this entails the omission of some of the topics under applied arithmetic. The course should include the following:—

Counting: Measuring with standard units; numbers 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions; multiplication, relation to other operations, tables, exercises, factors; division, short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration and notation.

Applied Arithmetic: Percentage, its simpler applications and operations; tables of weights and measures; the metric system; mensuration, including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, cones, and spheres; square root.

Writing

(12) *Methods*: Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the black-board.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; use of the black-board to teach the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

Art

(13) *Introductory*: Art as a mode of expression and a means of aesthetic culture; its correlation with other subjects in the school course.

How to Use the Various Mediums: Charcoal, ink, coloured crayons, water colours, and pencil.

Plant Study, including the drawing of plants or any part of plants in ink, charcoal, crayon, or pencil mass, and in water colours, pencil outline, and pencil values.

Tree Study in any medium.

Object Drawing: Simple familiar objects in charcoal, ink, or pencil mass.

The drawing with pencil of common spherical, cylindrical, and rectangular objects, illustrating the principles of freehand perspective.

Black-board Drawing: White and coloured crayons and charcoal.

Design: The repetition of simple units to form borders and surface patterns, and the application of design to constructed objects so as to show good spacing.

Music

(14) *Tune*: Practice in singing, from the Tonic Sol-fa modulator, the simpler intervals of the Major Scale in various keys.

Time: Practice in singing simple time exercises in two, three, four, and six pulse measure, containing continued tones and easy divisions of the beat.

Voice Culture: Practice in breath control and exercises calculated to promote correct habits of voice production in speaking and singing.

Songs: The study of Rote Songs adapted to the lower forms of Public Schools.

The study of songs learned by note, from the Tonic Sol-fa, or Staff notation; to commence with the simpler elements of time and tune, and proceed to more advanced grades, as may be found practicable in the time available for this purpose.

Hygiene

(15) General instructions for the detection of the existence of common communicable diseases, to enable the teacher to comply with the provisions of *The Ontario Public Health Act and Regulations;* modes of preventing the spread of these diseases.

Care of teeth, skin, eyes, and ears; relation of exercise to health; effects of alcohol and tobacco.

First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sunstroke and heat stroke, burns, bandaging.

Physical Culture

(16) As much practice as possible should be given in the exercises mentioned above, at the Summer Model School. Part of the recess period might, with advantage, be used for this purpose. Each teacher is required to put into practice in his school the course in the *Syllabus of Physical Exercises for Public Elementary Schools* as prescribed in the Public and Separate School Regulations.

BOOK OF REFERENCE:—

The Syllabus of Physical Exercises for Public Elementary Schools.

Manners and Morals

(17) The value of politeness in social and business relations; the correlation of Manners and Morals; their elementary principles.

Academic Course

15. For an outline of the Course in the Lower School subjects leading to the examination for Entrance into the Normal and the Model Schools, see the High School Courses of Study.

EXAMINATIONS

For Normal and Model School Entrance Certificates

16.—(1) (*a*) At the close of the Academic Course provided for in Regulation 13, an examination for Entrance into the English-French Model Schools for a Grade B. Certificate will be held on papers prepared by the Staffs in the following subjects (see Circular 33):—

GROUP I: English Literature (see Circular 58), English Composition, Reading, Writing, Spelling, Algebra, and Geometry.

GROUP II: Canadian History and Civics, Arithmetic, English Grammar, Geography, Art, Physiography, and any two of the following: Botany, Zoology, Agriculture (First Year), Agriculture (Second Year).

(*b*) Candidates will be given credit in each subject on which they obtain fifty per cent.

(2) (*a*) At the close of the Academic Course provided for in Regulation 13, an examination for Entrance into the English-French Model Schools for a Grade C Certificate will be held on papers prepared by the Staffs in the following subjects (see Circular 43A):—

GROUP I: English Literature (see Circular No. 58), Reading, Writing, Canadian History, Art, Elementary Science.

GROUP II: Arithmetic, English Grammar, English Composition, Geography, Spelling.

(*b*) At the examination for admission to the English-French Model Schools, the standard for pass shall be 50 per cent. of the aggregate marks assigned in each subject.

(3) In addition to the above, candidates shall pass a Departmental examination in French Grammar and French Composition.

For English-French Grade B or C Certificates

(3) (*a*) The final standing of the teacher-in-training in the Second Professional Course shall be determined on the combined results of his Sessional Records, and a final examination, based upon the courses as laid down in this Syllabus, to be held immediately after the close of the session.

(*b*) The sessional records shall consist of the class tests and home exercises in each subject.

(*c*) The final examination papers in Group I shall be prepared by the Department and in Group II by the staff of each school. The answer papers shall be read by the staffs and the results settled at the Department.

(*d*) The examination in the subjects of Group I enumerated below shall deal with the professional side of the subjects.

(*e*) At the examinations in the subjects of Group I, enumerated below, there shall be two papers, one in English and one in French, in Grammar and Composition, and in Literature, and one paper in each of the other subjects, and the maximum marks for each paper shall be 100, distributed as follows: 30 for the sessional records and 70 for the final written examinations.

Group I.—Science of Education, School Management, Grammar and Composition, Literature, Geography, History, Arithmetic.

(*f*) At the examination in the subjects of Group II, enumerated below, there shall be one paper in Reading and Spelling and one paper in each of the other subjects, and the marks for each paper shall be 100, distributed as follows: 30 for the sessional records and 70 for the final examination. The examination in the subjects of this Group shall assume a thorough familiarity with the courses in Forms I to IV of the Public and Separate Schools.

Group II.—Writing, Reading and Spelling, Hygiene, Nature Study, Art, Physical Culture, Music.

(*g*) To teachers-in-training admitted under Regulations 6 (5), who obtain 50 per cent. of the marks assigned to each paper of Groups I and II, certificates will be awarded as follows:—

English-French Teachers' certificate Grade C, valid for three years to holders of at least English-French Model Entrance certificates; English-French Teachers' certificates Grade B, valid for five years to holders of at least Model Entrance certificates; English-French Teachers' certificates Grade A, valid for life to holders of at least Lower and Middle School Normal Entrance certificates, who have taught in addition to the above for a period of five years and have completed satisfactorily an additional course of four months at an English-French Model School.

For Renewal of Certificates

(4) Holders of Professional English-French Third Class or Grades B or C certificates, as the case may be, who are actually and regularly engaged in teaching, and who pass in Groups I and II of the final examinations of an English-French Model School, or of the Second Professional Course of a Summer Model School, may, on the recommendation of the Inspector under whom they last taught, be granted English-French Grade B or C certificates, as the case may be, valid as provided in 1 (5) (*a*) of Cir. 30½. For such candidates, each paper in Groups I and II, shall be valued at 100 marks, and the pass standard shall be 50 per cent. of the marks for each paper for each group.

VALIDITY OF CERTIFICATES

The conditions under which English-French certificates are valid are set forth in Circular 30½, a copy of which may be obtained on application to the Deputy Minister of Education.